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ABSTRACT

This guide for teachers identifies sources of basic skills instructional print materials available for use with secondary-level vocational students. It is part of BASICS, a package of integrated materials developed to assist teachers, administrators, and counselors in bridging vocational and academic skills. It has four major chapters. The "Identifying Resources" chapter describes the national, state and regional information systems and networks that are available to assist teachers in identifying and locating instructional materials and resources. The "Analyzing Resources" chapter explains how instructional materials can be analyzed to draw out basic skills content and provides an example of such an analysis. The "Resources" chapter lists 182 student resources appropriate for supplementing basic skills instruction and learning. Each resource provides the title, author(s), and publisher. The chapter has four sections. The first lists 76 mathematics resources, grouped by general mathematics and occupational related mathematics. The second lists 22 communication resources for supplementing reading, writing, speaking, and listening skills. In the other basic skills resources section, 30 resources focus on areas other than mathematics and communication. The adult basic education resources section lists 54 resources developed for adult basic education learners. They are included because of their appeal to older secondary students. The last chapter contains an alphabetical list of 77 publishers and their addresses. (YLB)

Basics
Bridging Vocational
and Academic Skills

ED288959

# Supplemental Instructional Resources

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# SUPPLEMENTAL INSTRUCTIONAL RESOURCES

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1987

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## FOREWORD

Converging factors point to a need to look for new pathways to vocational education excellence: the public's increased expectations regarding academic outcomes of education, heightened by a number of national reports; increased graduation requirements and declining vocational enrollments in many states; the emphasis in the Perkins Act on the need for strengthening academic foundations; and business and industry requests that entry-level employees have a more thorough knowledge of the basic academics they will need to apply in their vocational fields. Those concerned agree that students need to have stronger basic academic skills as they leave secondary education programs—stronger academic skills for graduation, for work, and for life.

The National Center has sponsored diverse efforts dealing with basic skills in vocational education, from research to development to dissemination. Much has been learned about vocational students' basic skills learning problems. In order to make connections between research and practice, The National Center has, through synthesis and development, prepared an integrated package for teacher use, reinforcing this information with practical applications gleaned from teachers' repertoires across the nation. The products in the package are aimed toward enabling vocational and academic teachers to strengthen the academic component of vocational programs through joint effort.

**BASICS: Bridging Vocational and Academic Skills** provides resources in five focus areas: research findings, teaching techniques, instructional materials, instructional strategies, and support roles. The resources are organized in three looseleaf guidebooks for flexible use. An accompanying videocassette provides an orientation to the topic and to the package.

*The Bridger's Guide* orients administrators, counselors, teachers, and employers to the purpose and application of **BASICS;** individual roles are explained, resources identified, and implementation guidelines and strategies outlined in workshop format. Individual components to the guide are as follows:

- *Implementation Guide* describes the philosophy of **BASICS** and provides guidelines for implementing the program.
- *Support Roles for Basic Skills* describes the role of administrators, counselors, employers, and families in a program for improving basic skills.
- *Primer of Exemplary Strategies* provides teachers with examples of other teachers' successful efforts and diverse approaches.
- *Roadsigns from Research* )posters and brochures) highlights key research findings of interest to those involved in strengthening basic skills.

*Targeted Teaching Techniques* provides vocational and academic teachers with assessment, planning, and management tools to improve students' basic skills. Individual components are as follows:

- *Technique for Management: Time for Learning* lays foundations for more effective basic skills instruction through studying the use of classroom time in teaching basic skills.

- *Technique for Remediation: Peer Tutoring* discusses the planning, implementation, and evaluation of peer tutoring programs to strengthen students' basic skills.
- *Technique for Computer Use: Software Evaluation* describes a procedure for joint evaluation of educational software for basic skills instruction.
- *Technique for Individualization: The Academic Development Plan* guides school staff through a systematic identification of individual student needs and steps to meet those needs.
- *Techniques for Joint Effort: The Vocational-Academic Approach* describes teaching techniques that vocational and academic teachers can use jointly to improve students' basic skills.

*Developing an Instructional Program* provides teachers with practical and theoretical information on the development or selection of appropriate applied basic skills instructional materials. Individual components are as follows:

- *Instructional Materials Development* discusses the prerequisites of materials development, alternative curriculum types, and guidelines for materials development and review.
- *Supplemental Instructional Resources* identifies sources of basic skills instructional materials for use with vocational students.
- *Instructional Assistance in Specific Basic Skills* prepares vocational teachers to help students gain reading, writing, oral communications, and math skills.

The National Center wishes to acknowledge the leadership provided to this effort by Robert E. Taylor, recently retired Executive Director. Appreciation is extended to the following individuals who served as a panel of experts to assist staff in planning strategy and recommending document content: Eugene Bottoms, Consultant to the Southern Association of Colleges and Schools; Michele Brown, Vocational Supervisor, Idaho Falls School District, ID; Alton Crews, Superintendent, Gwinnett County Public Schools, GA; Roger Faulkner, Instructor-Coordinator, Great Oaks Joint Vocational School District, OH; and Darrell Parks; Director, Division of Vocational and Career Education, Ohio Department of Education. Ruth Gordon, Program Associate, and Connie Faddis, Program Assistant, contributed to development of this publication through an internal review of the manuscript. For this *Supplemental Instructional Resources* component of the **BASICS** package, appreciation is extended to the following: Publishers who sent materials for examination that are appropriate for strengthening basic skills for vocational students; vocational teachers who supplied names of materials used to reinforce basic skills; individuals who reviewed the **BASICS** components and recommended supplemental materials; and other individuals who provided information about materials useful for strengthening basic skills.

Special recognition is due the following National Center staff who played major individual roles in the development of the **BASICS** package: Richard J. Miguel, Associate Director for Applied Research and Development, and Michael R. Crowe, Project Director, for leadership and direction of the project; Sandra G. Pritz, Senior Program Associate, Judith A. Sechler, Program Associate, and June Veach, Graduate Research Associate, for synthesizing and developing the documents; and Deborah Black for word processing the documents. Appreciation is extended to The National Center editorial and media services personnel for editorial review, graphics, and production of the documents.

Chester K. Hansen
Acting Executive Director
The National Center for Research
in Vocational Education

## EXECUTIVE SUMMARY

This *Supplemental Instructional Resources* guide responds to the teacher's need for additional student materials to use in integrating basic skills into vocational education. It identifies sources of basic skills instructional print materials available for use with secondary-level vocational students.

Teachers may choose to supplement existing student materials with other materials that may be more focused on students' specific basic academic needs. It is understood that selecting course materials for students is a decision of the local school district and its needs. Further, the choice of materials is based on selection of content needed by students. Thus, resources listed in this guide are intended to give the teacher a starting point. They should be used in the context of the local situation and assessment of student needs to help students achieve basic skill knowledge.

The list of supplemental resources is not comprehensive and no recommendation or endorsement of the materials is implied. The listing was derived from a variety of sources and is compiled to give the secondary teacher a sampling of the resources available for strengthening basic skills learning.

After looking at the material in this guide, the teacher may want to contact publishers of material in which the teacher may be interested. Often publishers will send materials for a 30-day-approval examination, supply complimentary copies, or have representatives conduct workshops on the materials.

The guide has four major chapters.

- "Identifying Resources"
- "Analyzing Resources"
- "Resources"
- "Publishers"

The "Identifying Resources" chapter describes the national, state and regional information systems and networks that are available to assist teachers in identifying and locating instructional materials and resources. The "Analyzing Resources" chapter explains how instructional materials can be analyzed to draw out basic skills content and provides an example of such an analysis.

The "Resources" chapter lists 182 student resources appropriate for supplementing basic skills instruction and learning. Each resource provides the *title* of the resource, *author(s)*, if any, and *publisher*. The chapter has four sections. The first lists 76 *mathematics resources*, grouped by *general mathematics* and *occupationally related mathematics*. The second lists 22 resources for

supplementing reading, writing, speaking and listening skills in the *communications resources* section. In the *other basic skills resources* section, 30 resources focus on areas other than math and communication, such as science. The *adult basic education resources* section lists 54 resources developed for adult basic education learners. They are included in this guide of resources for secondary learners because they are written in adult language and may be more appealing to older secondary students working to strengthen basic skills. The resources are grouped by *mathematics* and *communication* areas.

The materials listed are targeted primarily for secondary students. However, to accommodate the range of student abilities in vocational classes, the guide includes materials designed for students with as low as a sixth-grade achievement level.

The last chapter contains an alphabetical list of 77 publishers and their addresses.

# Introduction

As part of an instructional system to reinforce vocational students' basic skills, teachers may choose to supplement the existing student materials with other materials that may be more targeted to students' specific basic academic needs. Whether students' basic skill needs are identified by using **BASICS'** *Academic Development Plan*, the cross-correlation of basic skills with occupational tasks as described in **BASICS'** *Instructional Materials Development*, or some other vehicle, this document provides a listing of student resources that teachers may select to strengthen students' basic skills development. It is recommended that the vocational and the academic teacher work together to select sup-plemental basic skills materials. This joint approach helps ensure that the best materials are chosen for the student. The academic teacher will likely focus on the mathematical or communication principles from the discipline perspective, whereas the vocational teacher will focus on the applied aspects of the basic skills relative to occupational tasks.

## Purpose

This document was developed to serve as a resource for vocational and academic teachers who need additional student materials for teaching mathematics or communication skills (reading, writing, speaking, listening) in their curriculum. The student materials listed in this document are targeted primarily for secondary-level students. However, to accommodate the range of student abilities in vocational classes, materials listed include those that are appropriate for students with as low as a sixth-grade achievement level.

Also included are several resources that can be used for adult basic education purposes. The inclusion of these materials provides the secondary teacher with a range of materials to select from, as the adult basic education materials are appropriate for older students who will benefit from a more mature treatment of the content in order to strengthen their basic skills.

The listing of resources was derived from a diverse set of activities. Major publishers were sent letters requesting materials that would be appropriate for strengthening basic skills for vocational students. Material that was sent was examined and if it appeared to be useful for teaching basic skills it was included. Publisher catalogs were examined and materials that seemed appropriate for strengthening basic skills were included.

Important sources of materials were those submitted by vocational teachers who indicated that they used these materials to reinforce specific basic skills. Much of this information was obtained as part of the preparation of **BASICS'** *Primer of Exemplary Strategies*. Individuals who reviewed the **BASICS** components also recommended supplemental materials that they used in their classrooms. Other materials were identified as project staff visited programs or talked with individuals who provided information about materials that were a benefit to their vocational students. Although the resources are not an exhaustive compilation of materials, the information can serve as an initial search for teachers interested in identifying supplementary materials to strengthen basic skills.

## Organization

This document is divided into four major chapters.

- "Identifying Resources"
- "Analyzing Resources"
- "Resources"
- "Publishers"

The "Identifying Resources" chapter describes the national, state, and regional information systems and networks available to assist teachers in identifying and locating instructional materials and resources. The "Analyzing Resources" chapter explains how instructional materials can be analyzed to draw out basic skills content, and it provides a sample of such an analysis. The "Resources" chapter contains four sections. The *mathematics resources* section lists general mathematical and occupationally related mathematical resources. The resources are listed in a format where the first line provides the *title* of the resource, followed by the *author* (if any), and finally the *source* where the resource can be obtained.

Student materials appropriate for supplementing reading, writing, listening, or speaking skills are found in the *communication resources* section. Student materials in the *other basic skills resources* section focuses on areas other than math and communication. The *adult basic education resources* section organizes student material into mathematics and communication areas.

The *Publishers* chapter contains an alphabetical list of publishers and their addresses. Many publishers offer a 30-day no charge approval for examination of their materials.

This guide is designed to complement other sources in the **BASICS** package. In particular, it relates to *Techniques for Joint Effort: The Vocational-Academic Approach*, which describes teaching techniques that vocational and academic teachers can use jointly to improve students' basic skills. The guide also relates to the *Primer of Exemplary Strategies*, which provides teachers with examples of other teachers' successful efforts and diverse approaches. From the guide and the other two sources, teachers can supplement their repertoire of student resources and techniques for strengthening basic skills in vocational education.

# Identifying Resources

## Information Resources for Vocational Education*

The best information resource is often the most accessible one. Information resources such as professional journals, popular periodicals, and professional contacts can provide valuable information. However, when these sources have been exhausted, additional sources are available. These sources can help to ensure that any search for information is comprehensive and up-to-date.

## Information Systems and Networks

A variety of information systems and networks are available to teachers and a brief description of some of these follows.

### Educational Resources Information Center (ERIC)

Educators have ready access to one of the most comprehensive collections of materials available in the social sciences. The Educational Resources Information Center (ERIC) system contains a wide variety of materials including curricula, handbooks, speeches, and reports. Many of these materials cannot be obtained easily from any source other than ERIC.

Materials included in ERIC are available in microfiche collections in more than 750 locations across the country. These collections are updated regularly. Any library with an ERIC microfiche collection permits users to read or copy documents by using a microfiche reader or reader-printer.

All items in the ERIC collection are indexed in either *Resources in Education* (RIE) or *Current Index to Journals in Education* (CIJE), both published monthly. RIE documents are any print material (including curricula, research reports, and conference presentations) other than journal articles. Documents in RIE are listed by ED number and indexed by subject, author, institutional source, and publication type. Document abstracts are printed in the resume section of every RIE issue. CIJE is an index to the articles published in more than 775 educational journals. Articles in CIJE are listed by EJ number and indexed by subject, author, or journal title. Abstracts also appear in the resume section.

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***Excerpted and adapted from Robert E. Norton, Carol P. Kowle, Lois G. Harrington, and Carol J. Spencer;** *Using Information Resources to Help Improve Vocational Education Programs* (Columbus: The National Center for Research in Vocational Education, The Ohio State University, 1983), 25-47; and Robert E. Norton, James B. Hamilton, Lois G. Harrington, Karen M. Quinn and Audni Miller-Beach; *Direct Curriculum Development* (Columbus: The National Center for Research in Vocational Education, The Ohio State University, 1983), 17-19.

One of the best ways to locate information in a short period of time is to contact one or more of the 16 ERIC clearinghouses. The clearinghouses are major components of the ERIC system, and each clearinghouse covers an area of specialty within education.

The ERIC clearinghouses have responsibility within the network for acquiring the significant educational literature within their particular areas, selecting the highest quality and most relevant material, processing (i.e., cataloging, indexing, abstracting) the selected items for input to the database, and also for providing information analysis products and various user services based on the database.

There are currently 16 clearinghouses. These are listed below, together with addresses and brief notes describing the areas they cover.

- ERIC Clearinghouse on *Adult, Career, and Vocational Education* (CE)
  The Ohio State University
  The National Center for Research in Vocational Education
  1960 Kenny Road
  Columbus, OH 43210
  Telephone: (614) 486-3655; (800) 848-4815

  All levels and settings of adult and continuing, career, and vocational-technical education. Adult education, from basic literacy training through professional skill upgrading. Career education including career awareness, career decision making, career development, career change, and experience-based education. Vocational and technical education including new subprofessional fields, industrial arts, corrections education, employment and training programs, youth employment, work experience programs, education/business partnerships, entrepreneurship, adult retraining, and vocational rehabilitation for the handicapped.

- ERIC Clearinghouse on *Counseling and Personnel Services* (CG)
  University of Michigan
  School of Education, Room 2108
  610 East University Street
  Ann Arbor, MI 48109
  Telephone: (313) 764-9492

  Preparation, practice, and supervision of counselors at all educational levels and in all settings; theoretical development of counseling and guidance; personnel procedures such as testing and interviewing and the analysis and dissemination of the resultant information; group work and case work; nature of pupil, student, and adult characteristics; personnel workers and their relation to career planning, family consultations, and student orientation activities.

- ERIC Clearinghouse on *Educational Management* (EA)
  University of Oregon
  1787 Agate Street
  Eugene, OR 97403
  Telephone: (503) 686-5043

  The leadership, management, and structure of public and private educational organizations; practice and theory of administration; preservice and inservice preparation of administrators; tasks and processes of administration; methods and varieties of organization and organizational change; and the social context of educational organizations.

  Sites, building, and equipment for education; planning, financing, constructing, renovating, equipping, maintaining, operating, ensuring, utilizing, and evaluating educational facilities.

- ERIC Clearinghouse on *Elementary and Early Childhood Education* (PS)
  University of Illinois
  College of Education
  805 W. Pennsylvania Avenue
  Urbana, IL 61801
  Telephone: (217) 333-1386

  The physical, cognitive, social, educational, and cultural development of children from birth through early adolescence; prenatal factors; parental behavior factors; learning theory research and practice related to the development of young children, including the preparation of teachers for this educational level; educational programs and community services for children; and theoretical and philosophical issues pertaining to children's development and education.

- ERIC Clearinghouse on *Handicapped and Gifted Children* (EC)
  Council for Exceptional Children
  1920 Association Drive
  Reston, VA 22091
  Telephone: (703) 620-3660

  All aspects of the education and development of the handicapped and gifted, including prevention, identification and assessment, intervention, and enrichment, both in special settings and within the mainstream.

- ERIC Clearinghouse on *Higher Education* (HE)
  George Washington University
  One Dupont Circle, N.W., Suite 630
  Washington, D.C. 22036
  Telephone: (202) 296-2597

  Topics relating to college and university conditions, problems, programs, and students. Curricular and instructional programs, and institutional research at the college or university level. Federal programs, professional education (medicine, law, and so forth), professional continuing education, collegiate computer-assisted learning and management, graduate education, university extension programs, teaching-learning, legal issues and legislation, planning, governance, finance, evaluation, interinstitutional arrangements, management of institutions of higher education, and business or industry educational programs leading to a degree.

- ERIC Clearinghouse on *Information Resources* (IR)
  Syracuse University
  School of Education
  Huntington Hall, Room 030
  150 Marshall Street
  Syracuse, NY 13210
  Telephone: (315) 423-3640

  Educational technology and library and information science at all levels. Instructional design, development, and evaluation are the emphases within educational technology, along with the media of educational communication; computers and microcomputers, telecommunications (cable, broadcast, satellite), audio and video recordings, film and other audiovisual materials as they pertain to teaching and learning. Within library and information science the focus is on the operation and management of information services for education-related organizations. All aspects of information technology related to education are considered within the scope.

- ERIC Clearinghouse for *Junior Colleges* (JC)
  University of California at Los Angeles (UCLA)
  Mathematical Sciences Building, Room 8118
  405 Hilgard Avenue
  Los Angeles, CA 90024
  Telephone: (213) 825-3931

  Development, administration, and evaluation of 2-year public and private community and junior colleges, technical institutes, and 2-year branch university campuses. Two-year college students, faculty, staff, curricula, programs, support services, libraries, and community services. Linkages between 2-year colleges and business/industrial organizations. Articulation of 2-year colleges with secondary and 4-year postsecondary institutions.

- ERIC Clearinghouse on *Languages and Linguistics* (FL)
  Center for Applied Linguistics
  1118 22nd Street, N.W.
  Washington, D.C. 20037
  Telephone: (202) 429-9551

  Languages and language sciences; theoretical and applied linguistics; all areas of foreign language, second language, and linguistics instruction, pedogogy, or methodology; psycholinguistics and the psychology of language learning; cultural and intercultural context of languages; application of linguistics in language teaching; bilingualism and bilingual education; sociolinguistics; study abroad and international exchanges; teacher training and qualifications specific to the teaching of foreign languages and second languages; commonly and uncommonly

taught languages including English as a second language; related curriculum developments and problems.

- ERIC Clearinghouse on *Reading and Communication Skills* (CS)
  National Council of Teachers of English
  1111 Kenyon Road
  Urbana, IL 61801
  Telephone: (217) 328-3870

  Reading, English, and communication skills (verbal and nonverbal), preschool through college; educational research and instruction development in reading, writing, speaking, and listening; identification, diagnosis, and remediation of reading problems; speech communication (including forensics), mass communication, interpersonal and small group interaction, interpretation, rhetorical and communication theory, speech sciences, and theater. Preparation of instructional staff and related personnel in these areas.

  All aspects of reading behavior with emphasis on physiology, psychology, sociology, and teaching; instructional materials, curricula, tests/measurement, and methodology at all levels of reading; the role of libraries and other agencies in fostering and guiding reading; diagnostics and remedial reading services in schools and clinical settings. Preparation of reading teachers and specialists.

- ERIC Clearinghouse on *Rural Education and* Small Schools (RC)
  New Mexico State University
  Computer Center (Room 218),
  Stewart Street
  Box 3AP
  Las Cruces, NM 88003
  Telephone: (505) 646-2623

  Economic, cultural, social, or other factors related to educational programs and practices for rural residents; American Indians/Alaska Natives, Mexican Americans, and migrants; educational practices and programs in all small schools; outdoor education.

- ERIC Clearinghouse for *Science, Mathematics, and Environmental Education* (SE)
  The Ohio State University
  1200 Chambers Road, Room 310
  Columbus, OH 43212
  Telephone: (614) 422-6717

  Science, mathematics, and environmental education at all levels and, within these three broad subject areas, the following topics: development of curriculum and instructional materials; teachers and teacher education; learning theory/outcomes (including the impact of parameters such as interest level, intelligence, values, and concept development upon learning in these fields); educational programs; research and evaluative studies; media applications; computer applications.

- ERIC Clearinghouse for *Social Studies/Social Science Education* (SO)
  Indiana University
  Social Studies Development Center
  2805 East 10th Street
  Bloomington, IN 47405
  Telephone: (812) 335-3838

  All levels of social studies and social science education; content of the social science disciplines; applications of theory and research to social science education; contributions of social science disciplines (anthropology, economics, geography, history, sociology, social psychology, political science); education as a social science; comparative education (K-12); content and curriculum materials on "social" topics such as law-related education, ethnic studies, bias and discrimination, aging, adoption, women's equity, and sex education.

- ERIC Clearinghouse on *Teacher Education* (SP)
  American Association of Colleges
  for Teacher Education
  One Dupont Circle, N.W., Suite 610
  Washington, D.C. 20036
  Telephone: (202) 293-2450

  School personnel at all levels; teacher selection and training, preservice and

inservice preparation, and retirement; the theory, philosophy, and practice of teaching; curricula and general education not specifically covered by other clearinghouses; all aspects of physical education, health education, and recreation education.

- ERIC Clearinghouse on *Tests, Measurement, and Evaluation* (TM)
  Educational Testing Service
  Rosedale Road
  Princeton, NJ 08541
  Telephone: (609) 734-5176

  Tests and other measurement devices; methodology of measurement and evaluation; application of tests, measurement, or evaluation in educational projects or programs; research design and methodology in the area of testing and measurement/evaluation; learning theory in general.

- ERIC Clearinghouse on *Urban Education* (UD)
  Teachers College, Columbia University
  Institute for Urban and Minority Education
  Box 40
  525 W. 120th Street
  New York, NY 10027
  Telephone: (212) 678-3433

  Programs and practices in public, parochial, and private schools in urban areas and the education of particular racial/ethnic minority children and youth in various settings—local, national, and international; the theory and practice of educational equity; urban and minority experiences; and urban and minority social institutions and services.

A computer search of ERIC is a way to locate information rapidly and conveniently. Computer search facilities are located in over 500 institutions or agencies nationwide. If a facility is not available in your particular geographic area, a computer search can also be arranged by phoning the ERIC Clearinghouse that specializes in the topic of concern.

## National Network for Curriculum Coordination in Vocational and Technical Education (NNCCVTE)

This network, funded by the U.S. Department of Education, consists of six regional curriculum coordination centers with liaison representatives in each state and territory. The major function of the network is to provide information, instructional materials, inservice training, and technical assistance to help states improve their curriculum development and management practices in vocational and technical education. The centers emphasize the adaptation or adoption of federal, state, or locally developed materials to conserve resources and improve states' capabilities in curriculum development. The six regional centers and the state liaison representatives they serve are listed in the appendix with addresses and telephone numbers for each. You are encouraged to contact the liaison representative in your state who will work with the regional curriculum coordinator to obtain the resources you need.

## National Diffusion Network (NDN)

The National Diffusion Network (NDN) is a federally funded system that makes exemplary educational programs available for adoption by schools, colleges, and other institutions.

NDN facilitates program adoption by providing dissemination funds to exemplary programs, called Developer Demonstrator projects, for two purposes: (1) to make public and nonpublic schools, colleges, and other institutions aware of what they offer and (2) to provide training, materials, and follow-up assistance to schools and others that want to adopt them.

NDN also provides funds to state facilitators who serve as matchmakers between NDN programs and schools and organizations that could benefit from adopting the programs. NDN facilitators are based in local school districts, intermediate service agencies, state education agencies, and private nonprofit organizations. To obtain more information,contact NDN at the U.S. Department of Education, 400 Maryland Avenue SW, Brown Building, Stop 1604-30, Washington, DC 20202.

## Vocational Education Curriculum Materials (VECM) Database

The Vocational Education Curriculum Materials (VECM) database is a comprehensive, centralized, computerized database of information on curriculum materials. Only current vocational and technical curriculum materials (including military curriculum) that have national availability are entered into VECM. Over 5,000 records of both print and nonprint materials (including over 900 microcomputer courseware entries) are now in the database and the number is continually increasing. All curriculum materials entered on the VECM database must meet the following standards:

- Be a vocational or technical curriculum product (material used by teachers/students in the teaching/learning process)
- Have a nationwide availability source
- Have a 1978 or more recent development or publication date
- Be either print or nonprint form
- Be a public domain product, except for microcomputer courseware

Each VECM entry includes the following information about the curriculum product: title, date, sponsoring agency, developer, subject-matter classification, educational level, intended user, student target population, description of the print or nonprint materials, copyright restrictions, and availability source.

The curriculum coordination centers and the National Center continue to build and maintain the VECM database. All vocational and technical educators are encouraged to enter information about curriculum materials into the databases. For assistance in entering or retrieving VECM information, contact either your state NNCCVTE liaison representative listed in the appendix or the National Center for Research in Vocational Education, telephone (614) 486-3655.

## Clearinghouse Program Improvement Database

The Program Improvement Database, produced by the National Center Clearinghouse, goes by the search label of RIVE, which stands for Resources in Vocational Education. The database contains descriptions of vocational education projects in two categories. The first category includes ongoing and recently completed research and development projects, and personnel development projects administered through state research coordinating units. The second category includes federally administered projects related to career education, vocational education, and education and work. The National Center Clearinghouse acquires project proposals or summaries from states and selected federal agencies for input into the database.

The database uses ERIC descriptors for online subject searching and includes names of project directors, organizations performing the work, funding information, and availability of reports and products resulting from completed projects. Contact RIVE at the National Center for Research in Vocational Education, telephone (614) 486-3655.

## State Curriculum Laboratories

Many states have one or more curriculum laboratories or instructional materials centers that are supported through state department of education funding and/or through membership subscription fees. Some states have separate labs for agricultural education, distributive education, and trade and industrial education, whereas other states have only one lab or center serving all vocational education service areas. Many of these curriculum labs and centers have developed and published occupational (task) analyses. The Ohio State University's Trade and Industrial Education Instructional Materials Laboratory, for example, has released analyses for over 100 occupational areas.

A number of states have developed a centralized approach to curriculum development

that results in a standard, base, or core curriculum that is recommended for use by the institutions in that state. Before beginning a local curriculum development effort, it is advisable to check the status of existing state or regional efforts.

## Regional Consortiums

In recent years a number of regional consortiums have been organized and supported by various states and/or individual institutions to fund the development of occupational analyses and/or curriculum materials. Three such consortiums are as follows:

- *Vocational-Technical Education Consortium of States (V-TECS)* is a consortium of some 14 states (mostly in the southeast) joined together to conduct occupational analyses to be published in the form of catalogs. An occupational catalog consists of the duty areas, task statements, learning guides, and criterion-referenced measures for each task. Over 100 catalogs can be obtained (if your state is a member of V-TECS) from your state department of education. Nonmember states can purchase the catalogs from Curriculum Publications Clearinghouse; Western Illinois University, Horrabin Hall 46, Macomb, Illinois 61455.

- *Interstate Distributive Education Curriculum Consortium (IDECC)* is a consortium of states that started in 1972 to develop a competency-based learning system based on task analysis for 69 occupations in marketing and distribution. The consortium sponsored the development of 1,500 learning activity packages (LAPs) containing 983 competencies and over 2,000 behavioral objectives and is continuing to develop more competencies based on occupational analyses for additional occupations. The IDECC office is located at The Ohio State University, 1564 West First Avenue, Columbus, Ohio 43212.

- *Mid-America Vocational Curriculum Consortium (MAVCC)* is a consortium of 11 states that produces vocational instructional materials in a wide range of occupational areas. The format of the materials is uniform throughout and has been designed to satisfy the needs of all member states. Each curriculum manual has a teacher edition. The materials are available to member states (at special prices) and nonmember states from Mid-America Vocational Curriculum Consortium, Inc., 1515 West Sixth Avenue, Stillwater, Oklahoma 74074.

In addition, within your own individual state, certain occupational analyses may have been developed by a particular school district, university, professional and technical association, labor organization, potential employer, federal or state government bureau, manufacturer's association, business or commerce institution, research or consulting firm.

# Analyzing Resources

Basic skills tied directly to occupational tasks are often learned more effectively and retained longer than when learned in a more abstract form. Learning an academic concept and an occupational skill in relation to each other is applied learning. The vocational setting provides a natural environment for applied learning.

One of the major reasons that applied learning is effective is that students become aware of the relevance of their learning to the real world and to their own lives. When they see the relevance, students become motivated to learn. Motivation to learn can be a powerful force.

The next section discusses identifying the basics in vocational resources. This is followed by an example of the analysis of an instructional resource for basic skills content.

## Identifying the Basics in Vocational Resources

To promote applied learning, it is important to identify the academic concepts that exist in vocational instructional materials. Once identified, they can be addressed in a conscious manner. Another practical consideration is that learning these academic skills may lead to academic credit toward graduation.

Both vocational and academic teachers need to identify exactly where specific academic concepts are covered in vocational materials. It is helpful if the academic teacher provides a list of the academic skills needed. Then, since vocational materials are often organized by task, the teachers can review them on a task-by-task basis looking for those skills.

An easy way to show the skills identified in particular tasks or in particular parts of resources is on a matrix. If desired, the level of learning can also be identified by using a code number in the matrix cells to correspond to a level of learning (e.g., 1 for comprehension, 2 for application, 3 for problem solving). Or particular activities can be cited in the cells, as is shown by the sample matrix in the following section.

## Entrepreneurship as a Motivation to Learn Basic Skills

As we move toward the 21st century, futurists predict that being able to start your own business may be a skill needed by most Americans in a rapidly changing economy. Such career opportunities may be targeted to growth-oriented businesses or sole proprietorships. Or they may provide an extra part-time opportunity for those who have a regular job. Being able to create your own job is a career option that intrigues the average American. And it is a possibility for everyone.

Choices available for a young person's future can become a strong motivating force to obtain adequate education. Those who see themselves as future business owners can accept

their need to learn how to read, add, and communicate. They can understand the importance of good problem-solving abilities. And they can apply this motivation to almost any career—that of a shopowner, an inventor, a builder, a plumber, a dress designer, a secretarial services provider, or a doctor.

*PACE (A Program for Acquiring Competence in Entrepreneurship)* was designed as a curriculum to teach entrepreneurial skills for those who wish to start a business. The level I modules were designed to develop the beginning competencies in 18 different areas of small business expertise. Levels II and III are for more advanced students and build on the previous learning experiences.

Teachers may use the PACE modules as a resource to provide practice in some of the basic skills while also teaching about entrepreneurship. Each of the 18 student modules is in a format that can provide an exercise in reading with questions about that reading at the end of the module (assessment). Most of the modules contain case studies that provide students with problem-solving opportunities. There are activities at the end of each module that provide additional practice. In addition, there are business words identified as basic and a glossary for purposes of looking them up.

The following matrix provides a general guide to the contents of PACE, level I, that can provide assistance in building basic skills for high school students. Levels 2 and 3 provide similar, but more advanced, learning activities.

## MATRIX OF BASIC SKILLS FOR EACH PACE MODULE

| MODULE | READING | WRITING | SPEAKING/ LISTENING | MATH | PROBLEM SOLVING |
|---|---|---|---|---|---|
| **Unit 1** Understanding the Nature of Small Business | Entire module plus questions on p. 14 | | | | Case Study pp. 12-13 |
| **Unit 2** Determining your Potential as an Entrepreneur | Entire module plus questions on p. 14 | | Interview—group activity p. 12<br><br>Presentation on business idea p. 13 | | Group creativity exercise p. 13 |
| **Unit 3** Developing the Business Plan | Matching test p. 14 | Business Plan | | Financial planning formulas pp. 7-11 and practice problem | |
| **Unit 4** Obtaining Technical Assistance | Entire module plus questions on p. 15<br><br>Word puzzle on pp. 13-14 | | | | Case Study p. 13 |
| **Unit 5** Choosing the Type of Ownership | Entire module plus questions on p. 14<br><br>Crossword puzzle on p. 13<br><br>See instructor guide | | | | Case study p. 13 |

**MATRIX**—*Continued*

| MODULE | READING | WRITING | SPEAKING/ LISTENING | MATH | PROBLEM SOLVING |
|---|---|---|---|---|---|
| **Unit 6** Planning the Marketing Strategy | Entire module plus questions on p. 14 | | Interview activity p. 12 | | Case Study pp. 3-4 and questions p. 13 |
| **Unit 7** Locating the Business | Entire module and questions on p. 10 | | Interview and report on p. 9 | | Case study on p. 9 |
| **Unit 8** Financing the Business | Entire module and questions on p. 18 | | Group discussion p. 16 | Profit & loss statement p. 12<br>Projected cash flow p. 13<br>Balance sheet p. 14 | Case study on pp. 16-17 |
| **Unit 9** Dealing with Legal Issues | Entire module and questions on p. 18 | | Interview on p. 16<br>Negotiate a contract on p. 17 | | Case study on p. 17 |
| **Unit 10** Complying with Government Regulations | Entire module and questions on p. 10 | Prepare a list p. 9 | | | Case study on p. 9 |
| **Unit 11** Managing a Business | Entire module and questions on p. 14 | | | | Steps pp. 4-6<br>Case study on p. 13 |

**MATRIX**—*Continued*

| MODULE | READING | WRITING | SPEAKING/ LISTENING | MATH | PROBLEM SOLVING |
|---|---|---|---|---|---|
| **Unit 12** Managing Human Resources | Entire module and questions on p. 14<br><br>Word completion game on p. 12 | | Small group discussion on p. 12 | | Case study on p. 13 |
| **Unit 13** Promoting the Business | Entire module and questions on p. 14 | | | | Case study on p. 13 |
| **Unit 14** Managing Sales Efforts | Entire module and questions on p. 10 | | Salesperson self-analysis on p. 8 | | Case study on p. 9 |
| **Unit 15** Keeping the Business Records | Entire module and questions on p. 14 | | | Checkbook problems on pp. 7-8<br><br>Daily sales summary on pp. 8-9<br><br>Accounts receivable on pp. 9-10<br><br>Bank statement on pp. 10-11<br><br>Problems on p. 14 | |

**MATRIX**—*Continued*

| MODULE | READING | WRITING | SPEAKING/ LISTENING | MATH | PROBLEM SOLVING |
|---|---|---|---|---|---|
| **Unit 16** Managing the Finances | Entire module and questions on p. 18 | | | Simple accounting principles pp. 4-7<br><br>Ratios to analyze financial status pp. 8-11<br><br>Problem/case study on pp. 15-17<br><br>Personal balance sheet on p. 14 | |
| **Unit 17** Managing Customer Credit and Collections | Entire module and questions on p. 18 | | The costs of credit on pp. 13-14<br><br>Problem on p. 15 | | Activity on p. 16<br><br>Case study on p. 17 |
| **Unit 18** Protecting the Business | Entire module and questions on p. 10 | | Discussion on p. 9 | | Case study on p. 9 |

# Resources

## Mathematics Resources

### General Mathematics

*ARITHMETIC POWER*
C. Stugart
Mafex Associates

*ARITHMETIC THAT WE NEED*
T. Mooney
Frank E. Richards Pub. Co.

*ARITHMETIC THE EASY WAY*
Chaselle, Inc.

*BACK TO BASICS FROM ADDITION TO DIVISION*
Chaselle, Inc.

*BASIC ARITHMETIC*
Lewis and Smyth
Prentice-Hall

*BASIC COMPUTATION SKILL-BUILDING LIBRARY*
Chaselle, Inc.

*BASIC MATHEMATICS*
Vocational Curriculum Development and Research Center

*BASIC MATHEMATICS: SKILLS AND STRUCTURE*
J. F. Haldi
Houghton Mifflin

*BASIC MATHEMATICS AND ALGEBRA WITH APPLICATIONS*
M. W. Keller and J. H. Zant
Houghton Mifflin

*BASIC MATHEMATICS CURRICULUM*
Love Publishing Co.

*BASIC MATHEMATICS REVIEW*, 2nd Edition
Gossage
South-Western Publishing Co.

*BASIC MATHEMATICS SIMPLIFIED*, 4th Edition
C. T. Olivo & T. P. Olivo
Delmar Publishers, Inc.

*BASIC MATHEMATICS SKILLS*
C. C. Castellano
Arco Publishing Inc.

*BASIC SKILLS IN MATHEMATICS SERIES*
Opportunities for Learning, Inc.

*DECIMALS AND PERCENT - A MATH PRACTICE BOOKLET*
N. K. Herr
New Jersey Vocational-Technical Curriculum Laboratory

*ESSENTIAL MATHEMATICS WITH APPLICATIONS*
V. C. Barker and R. N. Aufmann
Houghton Mifflin

*ESSENTIALS OF MATHEMATICS*, 4th Edition
Russell V. Person
John Wiley and Sons

*GENERAL MATHEMATICS*
M. L. Keedy, and others
Addison-Wesley Publishing

*GROWTH IN MATHEMATICS*
D. W. Wells, and others
Harcourt Brace Jovanovich, Inc.

*GUIDEBOOK TO MATHEMATICS*
Bowmar/Noble Publishers, Inc.

*IMPROVING MATH COMPETENCE*
Greenfield and Nogueira
Globe Book Company

*IMPROVING MATH COMPETENCE*
L. Greenfield, M. F. Nogueira, B. A. Eufinger, and B. J. Montalto
Globe Book Company

*LEARNING MATH VISUALLY*
J. T. Cwirko-Godycki and J. E. Karczmarczyk
Midwest Publications

*LEARNING TO COMPUTE 1 AND 2*
Harcourt Brace Jovanovich, Inc.

*MASTERING FUNDAMENTAL MATHEMATICS*
Amsco School Publications, Inc.

*MATH MADE EASY*
E. R. Storms
Frank E. Richards Publishing Co., Inc.

*MATHAMERICA*
A. Clack and C. Leitch
Midwest Publications

*MATHEMATICS SIMPLIFIED AND SELF-TAUGHT*
B. Erdsneker
Arco Publishing Inc.

*MATHEMATICS SKILL BUILDER*
Gossage
South-Western Publishing Co.

*MATHEMATICS SKILL BUILDER*, 5th Edition
L. C. Gossage
South-Western Publishing Co.

*NUMBER POWER*
J. Howett, and others
Contemporary Books, Inc.

*PEAK: MATH STUDENT EXERCISES*
The National Center for Research in Vocational Education, The Ohio State University

*REACHING MATH COMPETENCE*
Chant and Montalto
Globe Book Company

*REACHING MATH COMPETENCE*
A. E. Chant, B. J. Montalto, and B. A. Eufinger
Globe Book Company, Inc.

*STRICTLY MATH*
J. Levin and A. Schectman
Mafex Associates

## Occupationally Related Resources

*APPLIED BUSINESS MATHEMATICS*, 12th Edition
R. E. Fairbank, R. A. Schultheis, and R. M. Kaczmarski
South-Western Publishing Co.

*APPLIED MATH FOR TECHNICIANS*
C. S. Moore, and others
Prentice-Hall

*BASIC INDUSTRIAL MATHEMATICS*, Metric Edition
R. M. Johnson and P. Tibbits
Gregg/McGraw-Hill

*BASIC MATHEMATICS FOR ELECTRICITY AND ELECTRONICS*, 4th Edition
B. B. Singer
Gregg/McGraw-Hill

*BASIC MATHEMATICS FOR ELECTRONICS*, 5TH Edition
N. M. Cooke, and others
Gregg/McGraw-Hill

*BASIC MATHEMATICS FOR TRADES AND TECHNOLOGIES*
C. Cleaves, and others
Prentice-Hall

*BUSINESS MATH 30*
Gregg Publishing Company

*BUSINESS MATHEMATICS SIMPLIFIED AND SELF-TAUGHT*
F. Chernow
Arco Publishing, Inc.

*CENTURY 21 ACCOUNTING*, 3rd Edition
R. M. Swanson, K. E. Ross, R. D. Hanson, and L. D. Boynton
South-Western Publishing Co.

*COMPUTERIZED PAYROLL PROCEDURES*
W. Allen
South-Western Publishing Co.

*CONSUMER AND BUSINESS MATHEMATICS*
R. J. Meyer
Arco Publishing, Inc.

*CONSUMER AND CAREER MATHEMATICS*
L. C. Bolster, H. D. Woodburn, and J. H. Gipson
Scott, Foresman and Company

*DELMAR PUBLISHERS MATHEMATICS TEXTS SERIES*
Delmar Publishers

*DEVELOPING BASIC MATH SKILLS FOR MARKETING*
Extension Instruction and Materials Center
EIMC, Austin, Texas

*FUNDAMENTAL MATHEMATICS FOR HEALTH CAREERS*
J. D. Hayden and H. T. Davis
Delmar Publishers, Inc.

*MAKING BASIC MATH SKILLS WORK FOR YOU IN MARKETING*
Extension Instruction and Materials Center
EIMC, Austin, Texas

*MARKETING MATH*
W. A. Stull
South-Western Publishing Co.

*MATH*
CIMC/Oklahoma
CIMC/Oklahoma

*MATH IN THE MARKETPLACE*
P. Robinson and S. Hauge
J. Weston Walch, Publisher

*MATH ON THE JOB*
The National Center for Research in Vocational Education, The Ohio State University
The Conover Company, Ltd.

*MATH PRINCIPLES FOR FOOD SERVICE OCCUPATIONS*
R. G. Haines
Delmar Publishers, Inc.

*MATHEMATICS FOR TECHNICAL EDUCATION*, 2nd Edition
D. Ewen and M. A. Topper
Prentice-Hall

*MATHEMATICS OF THE SHOP*, 4th Edition
F. J. McMackin, and others
Delmar Publishers, Inc.

*MERCHANDISING MATHEMATICS*, 3rd Edition
P. Carlo and D. Murphy
Delmar Publishers, Inc.

*MODERN BUSINESS MATHEMATICS: A COMPREHENSIVE COURSE*
Amsco School Publications, Inc.

*OCCUPATIONAL MATHEMATICS*
Gerald Gannon and Willard R. Daggett
South-Western Publishing Co.

*PAYROLL RECORDS AND PROCEDURES*
M. Wood
McGraw-Hill

*PRACTICAL MATH FOR BUSINESS*, 3rd Edition
A. R. Curtis
Houghton Mifflin

*PRACTICAL PROBLEMS IN MATHEMATICS FOR WELDERS*
F. F. Schell and B. J. Matlock
Delmar Publishers, Inc.

*PRACTICAL PROBLEMS IN MATHEMATICS SERIES*
Delmar Publishers, Inc.

*RELATED MATHEMATICS FOR CARPENTERS*, 2nd Edition
P. L. Reband
American Technical Publishers

*SOLVING BUSINESS PROBLEMS ON THE ELECTRIC CALCULATOR*
M. Polisky and J. Meehan
McGraw-Hill

*STATISTICAL TYPING WITH TABULATION PROBLEMS*
S. J. Wanous and J. A. Kushner
South-Western Publishing Co.

*TECHICAL MATHEMATICS*, 3rd Edition
H. S. Rice and R. M. Knight
Gregg/McGraw-Hill

*VOCATIONAL APPLIED MATHEMATICS (VAM)*
Vocational Education Materials Center, University of Georgia

*VOCATIONAL MATHEMATICS FOR BUSINESS*, 3rd Edition
Martinka and Southam
South-Western Publishing Co.

*VOCATIONAL RELATED MATH*
Instructional Materials Laboratory
Instructional Materials Laboratory, Columbia, MO

VOCATIONAL-TECHNICAL MATHEMATICS
R. D. Smith
Delmar Publishers, Inc.

*WHOLESALING PRACTICE SET: MATHEMATICS*
J. A. Petrek
Ohio Distributive Education Materials Lab, The Ohio State University

## Communication Resources

*ADVANCED SPEED SPELLING*
J. Proff-Witt
C. C. Publications, Inc.

*AMSCO WRITING ENGLISH SERIES*
W. J. Levy
Amsco Student Publications, Inc.

*AUDITORY DISCRIMINATION TRAINING PROGRAM*
L A. Ehlert
C. C. Publications, Inc.

*AUDITORY PROCESSING IN ACTION*
A. Delfosse
Lingui Systems

*AUDITORY REHABILITATION: MEMORY-LANGUAGE-COMPREHENSION*
K. Stefanakos and R. Prater
C. C. Publications, Inc.

*BASIC ENGLISH COMPOSITION*
Chaselle Lifeskills

*BASIC LANGUAGE SKILLS*
E. K. Mansfield, and others
Arco Publishing Co.

*BASIC LANGUAGE UNITS: GRAMMAR, MECHANICS, AND WRITING*
The Continental Press, Inc.

*BASIC LETTER AND MEMO WRITING*
Susie H. Van Huss
South-Western Publishing Co.

*BASIC READING COMPREHENSION, GRADES 6, 7, 8*
EBSCO Curriculum Materials

*BASIC READING SKILLS*
R. A. D'Agastino, and others
Arco Publishing Co.

*BASIC SKILLS IN ENGLISH SERIES*
J. Littell
McDougal, Littell and Company

*BASIC WRITING SKILLS*
M. Gleason and C. Stults
C. C. Publications, Inc.

*BE A BETTER READER*
Prentice-Hall

*BEGINNING READING: SOUND SYMBOLS AND BLENDING*
A. M. Hofmeister, and others
C. C. Publications, Inc.

*BEST*
Bowmar/Noble Publishers

*COMMUNICATION IN ACTION*, 2nd Edition
Williams and Eggland
South-Western Publishing Co.

*COMPREHENSION SKILL-BY-SKILL*
Chaselle Lifeskills

*CONTENT AREA READING - AN INTEGRATED APPROACH*
J. E. Readance, T. W. Bean, and R. S. Baldwin
Kendall Hunt Publishing Co.

*CONTINUOUS PROGRESS IN SPELLING*
Bowmar/Noble Publishers

*CORRECTIVE READING*
S. Engelmann, and others
Science Research Associates

*CORRECTIVE READING PROGRAM*
Science Research Associates

*CRITICAL VOCATIONAL READING*, Automotive Series
Louise Akers
Instructional Communications Technology, Inc.

*EFFECTIVE BUSINESS COMMUNICATION*, 8th Edition
P. S. Burtness, and J. E. Hulbert
South-Western Publishing Co.

*ENGLISH: WRITING AND SKILLS SERIES*
W. Ross Winterowd and Patricia Y. Murray
Coronado Publishers, Inc.

*ENGLISH, PLAIN AND SIMPLE*
H. Levine
Amsco School Publications, Inc.

*ENGLISH LANGUAGE ARTS*
J. Bellafiore
Amsco School Publications, Inc.

*ENGLISH MADE EASIER*
J. Bellafiore
Amsco School Publications, Inc.

*ENGLISH ON THE JOB*, Book 1
J. Carlin, H. I. Christ, and G. Holder
Globe Book Company, Inc.

*ENGLISH THE EASY WAY*, 5th Edition
Norman Schachter, and Alfred T. Clark, Jr.
South-Western Publishing Co.

*ENGLISH TO USE*
Chaselle Lifeskills

*ENGLISH USAGE MINI-TEXT SERIES*
Chaselle Lifeskills

*ESSENTIALS OF ENGLISH*
J. Bellafiore
Amsco School Publications, Inc.

*EVERYDAY ENGLISH*, Books 1 & 2
M. Goltry
Globe Book Company, Inc.

*EXPRESSIVE WRITING I*
S. Engelmann and J. Silbert
C. C. Publications, Inc.

*FROM COPYING TO CREATING: CONTINUED COMPOSITION AND OTHER BASIC WRITING EXERCISES*, 2nd Edition
H. H. Gordon
Holt, Rinehart, and Winston

*FUNCTIONAL DECODING AND VOCABULARY BUILDING*
A. M. Hofmeister and others
E. B. Press

*GRAMMAR AND COMPOSITION FOR TODAY*
Globe Publishing Company

*HELP WITH BUSINESS ENGLISH*
J. S. Byfield
Houghton Mifflin Company

*HELP WITH CAPITALIZATION, NUMBERS AND ABBREVIATIONS*
W. R. Daniel, and H. G. Dunlap
Houghton Mifflin Company

*HELP WITH COMPUTER LITERACY*
J. St. Clair Atkinson
Houghton Mifflin Company

*HELP WITH PROOFREADING*
Anita Ellingson
Houghton Mifflin Company

*HELP WITH PUNCTUATION*
Ann Masters
Houghton Mifflin Company

*HOSPITAL WORDCARDS*
Janus Book Publishers

*HOSPITAL WORDS*
Jim Rickey
Janus Book Publishers

*HOTEL/MOTEL WORDCARDS*
Janus Book Publishers

*HOTEL/MOTEL WORDS*
Jim Rickey
Janus Book Publishers

*IMPROVING YOUR PUNCTUATION SKILLS*
Educational Design, Inc.

*IMPROVING YOUR SPELLING SKILLS*
Chaselle Lifeskills

*IMPROVING YOUR SPELLING SKILLS*
Educational Design, Inc.

*IMPROVING YOUR VOCABULARY SKILLS*
Educational Design, Inc.

*IMPROVING YOUR WRITING SKILLS*
J. A. Quattrini
Arco Publishing Co.

*JOURNEYS*
Harcourt Brace Jovanovich, Inc.

*KEYS TO ENGLISH MASTERY*
Bowmar/Noble

*LESSONS IN CAPITALIZATION AND PUNCTUATION*
Chaselle Lifeskills

*LESSONS IN SYNTAX*
J. E. McCarr
Dormac, Inc.

*LET'S TALK: DEVELOPING PROSOCIAL COMMUNICATION SKILLS*
E. Wiig
Charles E. Merrill Publishing Co.

*LIFE SKILLS ENGLISH*
Bonnie L. Walker
Media Materials, Inc.

*LISTENING COMPREHENSION SKILLS PROGRAM*
S. Laird
Curriculum Associates, Inc.

*LOOK IT UP*
Globe Book Co.

*LOOK WHO'S TALKING*
M. A. Christison and S. Bassano
Alemany Press

*MAKING PARAGRAPHS WORK*
T. E. Gaston and M. Harris
Holt, Rinehart, and Winston

*MASTERING READING COMPREHENSION SKILLS*
R. A. D'Agostino, and others
Arco Publishing Co.

*MORE POWERFUL READING*
W. J. Levy
Amsco School Publications, Inc.

*OCCUPATIONAL ENGLISH*
A. A. Laster and N. A. Pickett
Harper & Row Publishers

*OF COURSE YOU CAN WRITE*
Chaselle Lifeskills

*PASSPORT TO READING*
Chaselle Lifeskills

*PLURALS*
P. J. Collins and G. W. Cunningham
C. C. Publications, Inc.

*PRESCRIPTIVE SPELLING PROGRAM*
Barnell Loft, Ltd.

*PRO-GRAMMAR/PRO-SENTENCE*
Joyce Power
South-Western Publishing Co.

*PROJECT ACHIEVEMENT: READING*
George D. Spache and Evelyn B. Spache
Scholastic, Inc., New York

*PUNCTUATION: A PROGRAMMED APPROACH*, 2nd Edition
W. E. Perkins
South-Western Publishing Co.

*PUTTING ENGLISH TO WORK FOR WORK*
R. E. Roberts
Dale Seymour Publications

*READING AND WRITING SKILLS WORK-BOOK FOR THE GED TEST*
C. L. Friedman and A. T. Meade
Arco Publishing Co.

*READING COMPREHENSION*
Chaselle Lifeskills

*READING COMPREHENSION SERIES*
Bowmar/Noble Publishers

*READING IN FOCUS - LEARNING TO GET THE MESSAGE*, 2nd Edition, Modules A & B
Esta de Fossard
South-Western Publishing Co.

*READING TACTICS*
Scott Foresman and Company

*READING WITH A PURPOSE*
Harcourt Brace Jovanovich, Inc.

*RELATED EDUCATION FOR VOCATIONAL STUDENTS:*
Lila M. Camburn
Mississippi Department of Education
Southeast Curriculum Coordination Network

*REPORT WRITING: FORMULA FOR SUCCESS*
M. L. Wegerbauer
The Continental Press, Inc.

*RESPONDING TO PROSE: A READER FOR WRITERS*
J. Fishman
Bobbs-Merrill

*RESTAURANT WORDCARDS*
Janus Book Publishers

*RESTAURANT WORDS*
Jim Rickey
Janus Book Publishers

*SENTENCE COMBINING AND FLEXIBILITY*
J. Clifford and R. Waterhouse
Bobbs-Merrill

*SPEAKING BY DOING*
W. Brys and others
National Textbook Company

*SPELLING - A MNEMONICS APPROACH*, 2nd Edition
Alvin R. Brown
South-Western Publishing Co.

*SPELLING WORDS IN USE*
G. W. Woodruff and G. N. Moore
Curriculum Associates, Inc.

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*WORD POWER FOR EFFECTIVE WRITING*
J. H. Jackson and E. G. Pearce
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Instructional Materials Laboratory, The Ohio State University

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Harcourt Brace Jovanovich, Inc.

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*CONSUMER MATH*
R. E. Fairbank, and R. A. Schultheis
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*ENERGY: A PHYSICAL SCIENCE*
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*FOCUS ON PHYSICAL SCIENCE*
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Charles E. Merrill Publishing

*FUNDAMENTAL CONCEPTS OF MODERN CHEMISTRY*
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Amsco School Publications, Inc.

*FUNDAMENTAL CONCEPTS OF MODERN PHYSICS*
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*HOLT LIFE SCIENCE*
Ramsey, Gabriel, McGuirk, Phillips and Watenpaugh
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*HOME ECONOMICS BASIC SKILLS GUIDE*
Los Angeles Unified School District
Glencoe Publishing Company

*LIFE SCIENCE*
Richardson, Harrison, and Sparks
Silver Burdett Company

*LIFE SCIENCE*
Webster, Fichter, Coble and Rice
Prentice-Hall

*LIFE SCIENCE: IDEAS AND INVESTIGATIONS IN SCIENCE (IIS)*
Wong, Bernstein, and Shevick
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*LOGICAL LOGIC*
Barbara Gregorich
Zephyr Press

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Otto and Towles
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*MODERN PHYSICS*
Williams, Trinklein, and Metcalfe
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*PACE (REVISED) - A PROGRAM FOR ACQUIRING COMPETENCE IN ENTREPRENEURSHIP*
The National Center for Research in Vocational Education, The Ohio State University

*PEAK: OFFICE AND MARKETING STUDENT EXERCISES*
The National Center for Research in Vocational Education, The Ohio State University

*PHYSICAL SCIENCE*
Barman, Rusch, Schneiderwent and Hindin
Silver Burdett Company

*PRINCIPLES OF TECHNOLOGY*
Center of Occupational Research and Development (CORD)

*TEACHING CREATIVE THINKING AND PROBLEM-SOLVING*
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Kendall/Hunt Publishing Co.

*THE WORLD OF PHYSICS*
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James T. Shea
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*BASIC MATHEMATICS SKILLS*
Carmine C. Castellano
Arco Publishing, Inc.

*BASIC SKILLS WITH MATH*
Jerry Howett
Cambridge

*BREAKTHROUGH TO FRACTIONS, DECIMALS AND PERCENTS*
Lakeshore Curriculum Materials

*BREAKTHROUGH TO MATH*
Lakeshore Curriculum Materials

*BUSINESS MATHEMATICS*
Milton C. Olsen and F. Barry Haber
Bobbs-Merrill Educational Publishing

*CAREER MATHEMATICS: INDUSTRY AND THE TRADES*
Lyng, Meconi, and Zwick
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*DEVELOPING KEY CONCEPTS IN MATH*
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*DEVELOPING KEY CONCEPTS IN MATH*
Barnell Loft, Ltd.

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*ESSENTIAL MATH SKILLS: A MATHEMATICS COMPETENCY WORKBOOK*
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*INDIVIDUALIZED MATHEMATICS PROGRAM*
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*LEARNING MATH SKILLS*
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Hobar Publications

*PRACTICE FOR HIGH SCHOOL COMPETENCY TESTS IN MATHEMATICS*
Editorial Staff of Scholastic Testing, Inc.
Arco Publishing, Inc.

*PROBLEM SOLVING MATH*
Scholastic, Inc.

### Communication

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*ACCESS TO ENGLISH AS A SECOND LANGUAGE*
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Cambridge

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Curriculum Associates, Inc.

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Howard H. Kingsley and Eleanor Heffner
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The Ohio State University
Publications Office, Box Z
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**VOCATIONAL CURRICULUM DEVELOPMENT AND RESEARCH CENTER**
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# Appendix

National Network for Curriculum Coordination in Vocational and Technical Education (NNCCVTE): List of regional curriculum coordination centers and state liaison representatives.

# Northwest Region

## Regional Center

Northwest Curriculum Coordination Center
Old Main - Room 478
Saint Martin's College
Lacey, WA 98503
206/438-4456

## State Liaison Representative

ALASKA
Vocational Education
Pouch F - Gold Belt Place
Juneau, AK 99811
907/465-2980

COLORADO
Department of Vocational Education
Room 114, Vocational Building
Colorado State University
Ft. Collins, CO 80523
303/491-5273

IDAHO
State Division of Vocational Education
650 W. State Street
Boise, ID 83720
208/334-3871

MONTANA
Specialist for Research and Planning
Office of Public Instruction
1300 11th Avenue
Helena, MT 59620
406/444-2410

NORTH DAKOTA
Curriculum Specialist
State Board for Vocational Education
15th Floor Capitol Tower
Bismarck, ND 58505
701/224-3195

OREGON
State Department of Education
700 Pringle Parkway SE
Salem, OR 97310
503/378-2713

SOUTH DAKOTA
Curriculum Coordination and
Personnel Development
Division of Vocational Education
Richard F. Kneip Building
Pierre, SD 57501
605/773-3423

UTAH
Director of Program Improvement
Vocational Education Division
State Office of Education
250 E. 500 South
Salt Lake City, UT 84111
801/533-5371

WASHINGTON
Administrator, Special Programs
Commission for Vocational Education
Building 17, Airdustrial Park
Olympia, WA 98504
206/753-5673

WYOMING
State Director of Vocational Education
Department of Education
Hathaway Building
Cheyenne, WY 82002
307/777-7415

## Southeast Region

### Regional Center

Southeast Curriculum Coordination Center
Research and Curriculum Unit
P.O. Drawer DX
Mississippi State, MS 39762
601/325-2510

### State Liaison Representative

ALABAMA
Vocational Curriculum Development Unit
Division of Instructional Services
State Office Bulding, Room 802
Montgomery, AL 36130
205/261-5225

FLORIDA
Vocational Division
State Department of Education
Knott Building
Tallahassee, FL 32301
904/488-3192

GEORGIA
State Board of Postsecondary Education
Georgia Department of Education
660 S. Omni International
Atlanta, GA 30335
404/656-6714

KENTUCKY
Curriculum Development Unit
Office of Vocational Education
2024 Capitol Plaza Tower
Frankfort, KY 40601
502/564-2890

MISSISSIPPI
Research and Curriculum Unit
P.O. Drawer DX
Mississippi State University
Mississippi State, MS 39762
601/325-2510

NORTH CAROLINA
Division of Vocational Education
North Carolina Department of Public Instruction
Room 528 Educational Building
Raleigh, NC 27611
919/733-7094

SOUTH CAROLINA
Vocational Curriculum Development Section
1237 Gadsden Street
Columbia, SC 29201
803/758-5971

TENNESSEE
Director of Program Services
200 Cordell Hull
Nashville, TN 37219
615/741-1819

## Western Region

### Regional Center

Western Curriculum Coordination Center
University of Hawaii
College of Education
1776 University Avenue, Wist 216
Honolulu, HI 96822
808/948-7834

### State Liaison Representative

AMERICAN SAMOA

State Director for Vocational Education
Box 324
Pago Pago, American Samoa 96799
633-5238

ARIZONA
Program Improvement
Arizona Department of Education
1535 W. Jefferson
Phoenix, AZ 85007
602/255-5106

CALIFORNIA
Vocational Education Support Service
California State Department of Education
721 Capitol Mall, 4th Floor
Sacramento, CA 95814
916/445-0404

GUAM
Guam Community College
P.O. Box 23069
Guam Main Facility
Guam, Mariana Islands 96921
734-4311

HAWAII
State Director for Vocational Education
University of Hawaii
2327 Dole Street
Honolulu, HI 96822
808/948-7461

NEVADA
State Director for Vocational
and Continuing Education
Nevada Department of Education
400 W. King Street
Carson City, NV 89710
702/885-3144

NORTHERN MARIANAS
Acting Director for Vocational Education
Department of Education
Commonwealth of the Northern Marianas
Saipan, CM 96950
9311, 9827

TRUST TERRITORY
Dean of Instruction
College of Micronesia
Koror, Palau
Eastern Caroline Islands 96940

## East Central Region

### Regional Center

East Central Curriculum Coordination Center
Illinois Vocational Curriculum Center
Sangamon State University, F-2
Springfield, IL 62708
217/786-6375

### State Liaison Representative

DELAWARE
Department of Public Instruction
J.G. Townsend Building
P.O. Box 1402
Dover, DE 19901
302/736-4681

DISTRICT OF COLUMBIA
Brown Junior High School
24th & Benning Road, N.E.
Washington, DC 20002
202/724-3916

ILLINOIS
Research & Development
Illinois State Board of Education
100 N. 1st Street
Springfield, IL 62777
217/782-4620

INDIANA
State Board of Vocational
Technical Education
Room 401, Illinois Building
17 W. Market Street
Indianapolis, IN 46204
317/232-1823

MARYLAND
RCU Director
Maryland Department of Education
200 W. Baltimore Street, 3rd Floor
Baltimore, MD 21201
301/659-2566

MICHIGAN
State Department of Education
P.O. Box 30009
Lansing, MI 48909
517/373-0402

MINNESOTA
State Department of Education
564 Capitol Square Building
550 Cedar Street
St. Paul, MN 55101
612/297-4390

OHIO
Instructional Materials Lab
154 W. 12th Avenue
Ohio State University
Columbus, OH 43210
614/292-5001

PENNSYLVANIA
Vocational Education Program
Support Services
State Department of Education
P.O. Box 911
Harrisburg, PA 17108
717/783-8506

VIRGINIA
Department of Education
P.O. Box 6Q
Richmond, VA 23216
804/225-2709

WEST VIRGINIA
Vocational Curriculum Laboratory
Cedar Lakes Conference Center
Ripley, WV 25271
304/372-7017

WISCONSIN
Board of Vocational, Technical
and Adult Education
4802 Sheboygan Avenue, 7th Floor
P.O. Box 7874
Madison, WI 53707
608/266-2222

## Midwest Region

### Regional Center

Midwest Curriculum Coordination Center
State Department of Vocational and Technical Education
1500 W. 7th Street
Stillwater, OK 74074-4364
405/377-2000

### State Liaison Representatives

ARKANSAS
Vocational Division
Education Building, West
Little Rock, AR 72201
501/371-1855

IOWA
Career Education Division
Grimes State Office Building
Des Moines, IA 50319
515/281-4718

KANSAS
Research Coordinating Unit
State Department of Education
120 East 10th Street
Topeka, KS 66612
913/296-2222

LOUISIANA
Curriculum Development & Research Center
P.O. Box 1159
Natchitoches, LA 71458-1159
318/352-5348; 226-7061

MISSOURI
University of Missouri
10 Industrial Education Building
Columbia, MO 65211
314/882-2883

NEBRASKA
Nebraska Department of Education
301 Centennial Mall, South
Box 94987
Lincoln, NE 68509
402/471-4805

NEW MEXICO
New Mexico Department of Education
Education Building
Santa Fe, NM 87501-2786
505/827-6646

OKLAHOMA
Department of Vocational and Technical Education
1515 W. 7th Street
Stillwater, OK 74074-4364
405/377-2000

TEXAS
Research Coordinating Unit
Texas Education Agency
201 E. 11th Street
Austin, TX 78701
512/463-9446

## Northeast Region

### Regional Center

Northeast Curriculum Coordination Center
New Jersey Vocational Education Resource Center
Cambridge Park School
Crest Way
Aberdeen, NJ 07747
201/390-1191

### State Liaison Representatives

CONNECTICUT
Connecticut Department of Education
P.O. Box 2219
165 Connecticut Avenue
Hartford, CT 06145
203/566-7418

MAINE
Bureau of Vocational Education
Department of Education, Station 23
Augusta, ME 04333
207/289-3565

MASSACHUSETTS
Division of Occupational Education
Massachusetts Department of Education
1385 Hancock Street
Quincy, MA 02160
617/770-7380

NEW HAMPSHIRE
Division of Instructional Services
New Hampshire Department of Education
101 Pleasant Street
State Office Park, South
Concord, NH 03301
603/271-3186

NEW JERSEY
Division of Vocational Education
New Jersey Department of Education
225 W. State Street
CN 500
Trenton, NJ 08625
609/292-5622

NEW YORK
Occupational Education Program Development
State Department of Education
Room 1623, One Commerce Plaza
Albany, NY 12234
518/474-4806

PUERTO RICO
Division of Vocational Education
Puerto Rico Department of Education
Box 759
Hato Rey, PR 00919
809/753-7275

RHODE ISLAND
Rhode Island Department of Education
22 Hayes Street
Providence, RI 02908
401/277-2705

VERMONT
Vocational-Technical Education
Vermont Department of Education
State Office Building
Montpelier, VT 05602
802/828-3101

VIRGIN ISLANDS
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